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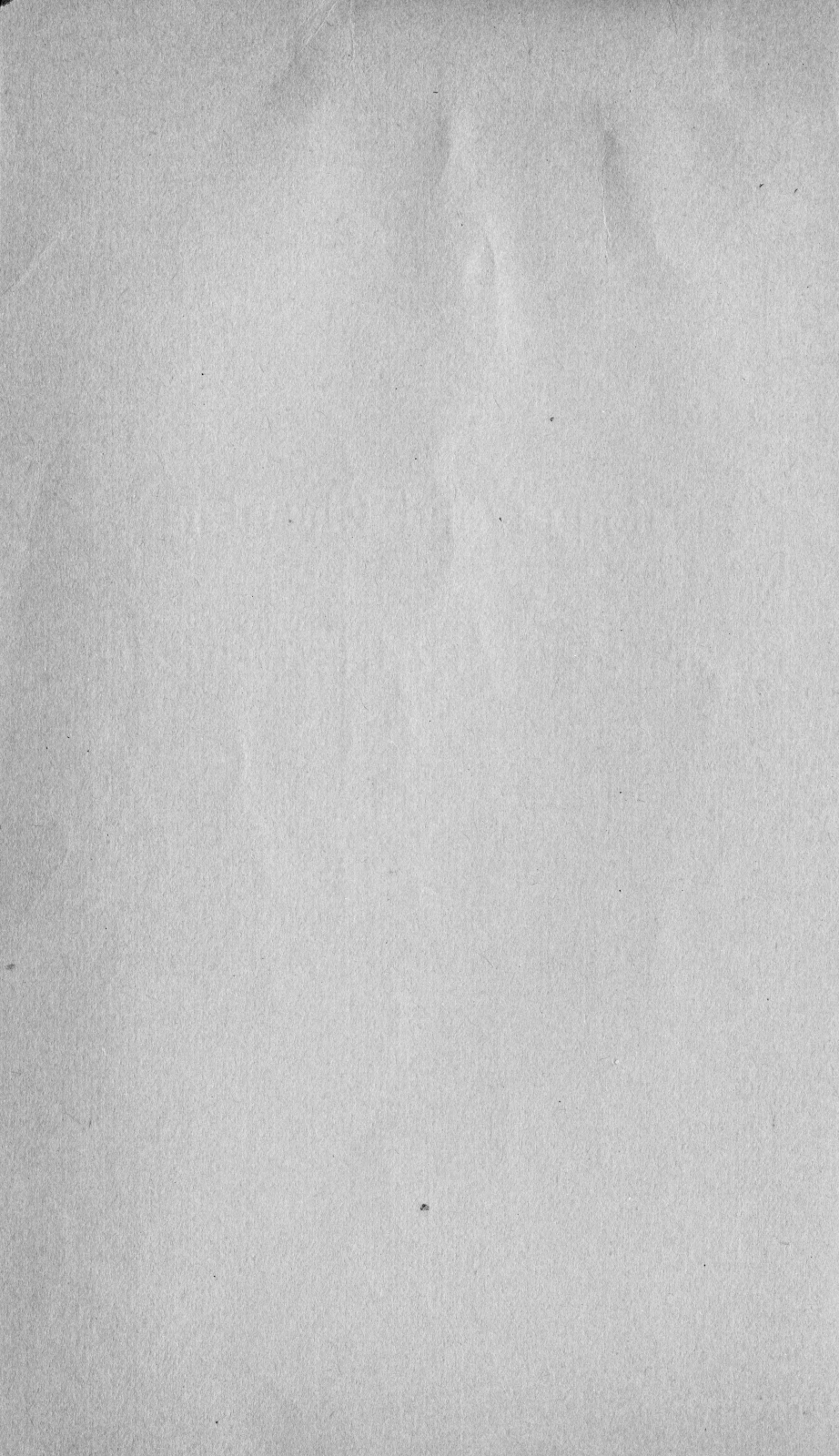
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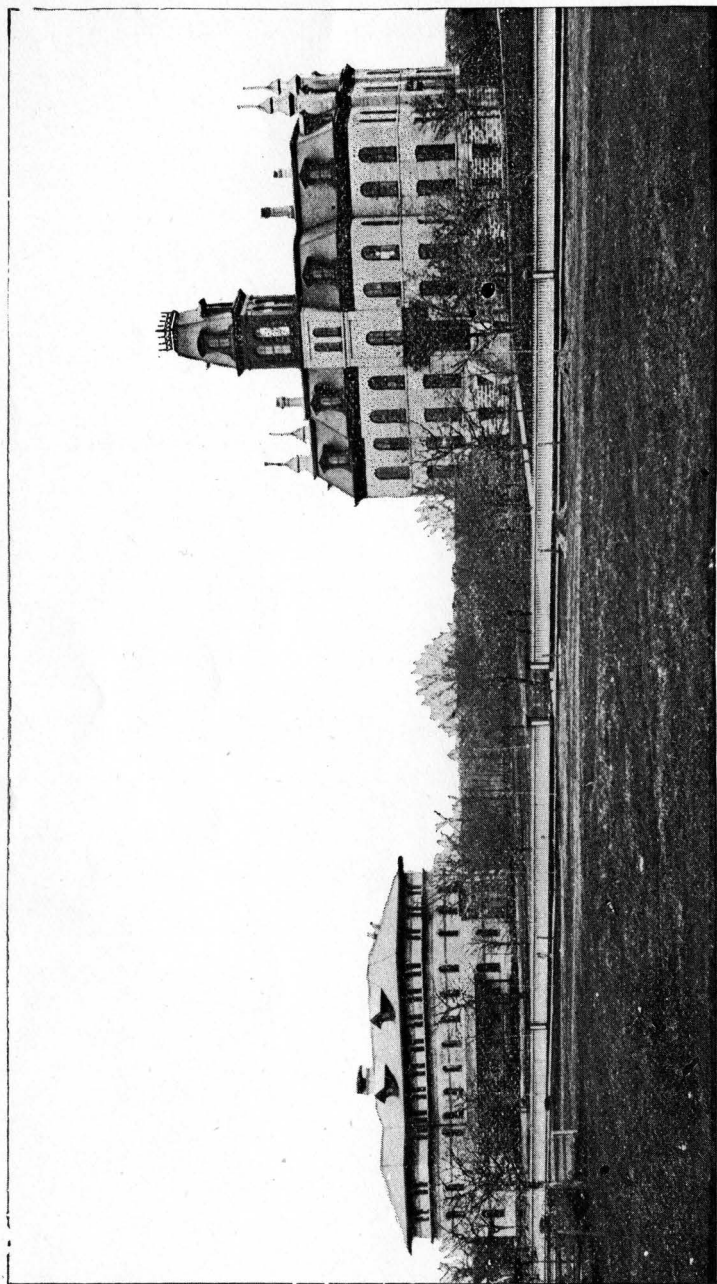
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**Catalogue and Circular**  
OF THE  
**STATE ♦ NORMAL ♦ SCHOOL**  
AT  
**St. Cloud, Minnesota**  
FOR 1893-1894









LADIES' HOME.

ST. CLOUD, MINN.

STATE NORMAL SCHOOL.

# ANNUAL CATALOGUE

OF THE

## State Normal School

AT

ST. CLOUD, MINNESOTA

FOR THE

School Year Ending May 24, 1893

WITH

## ANNUAL CIRCULAR

FOR THE

YEAR 1893-4.

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ST. CLOUD, MINN  
JOURNAL-PRESS ELECTRIC PRINT  
1893

## State Normal Board.

HON. D. L. KIEHLE, *Ex-Officio*,

Superintendent Public Instruction.

HON. C. A. MOREY,	-	-	-	-	Winona.
HON. GEO. H. CLARK,	-	-	-	-	Mankato.
HON. W. B. MITCHELL,	-	-	-	-	St. Cloud.
HON. W. S. PATTEE,	-	-	-	-	Minneapolis.
HON. W. E. LEE,	-	-	-	-	Long Prairie.
HON. JOHN CROMB,	-	-	-	-	Crookston.
HON. GEO. M. LAMPHERE,	-	-	-	-	Moorhead.
HON. A. E. ENGSTROM,	-	-	-	-	Cannon Falls.

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D. L. KIEHLE,	-	-	-	-	-	Secretary.
C. A. MOREY,	-	-	-	-	-	Treasurer, Winona.
GEO. H. CLARK,	-	-	-	-	-	Treasurer, Mankato.
W. B. MITCHELL,	-	-	-	-	-	Treasurer, St. Cloud.
GEO. M. LAMPHERE,	-	-	-	-	-	Treasurer, Moorhead.

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*Annual Meeting of the Board on the first Tuesday in June,  
at the office of the Secretary in St. Paul.*

## FACULTY OF INSTRUCTION.

---

JOSEPH CARHART, President,  
Psychology and Science of Education.

ISABEL LAWRENCE,  
Methods and Superintendent of the Training School.

WAITE A. SHOEMAKER,  
Mathematics.

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Natural Science.

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Geography.

SUSAN P. PEABODY,  
Latin.

CORNELIA A. CHANEY,  
Music and Drawing.

THOMAS F. MORAN,  
History and Civil Government.

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Director of Kindergarten.

SYVER VINJE,  
General Assistant.

NELLIE V. CLUTE,  
Critic in Training School.

MARTHA M. WHEELER,  
Critic in Training School.

GERTRUDE CAMBELL,  
Librarian and Clerk.

---

MARY J. WILLSON,  
Matron of the Ladies' Home.

---

JOHN BUCKMAN,  
Engineer and Janitor.

MARTIN LUNDQUIST,  
Assistant Janitor.

OTTO A. LARSON,  
Janitor of the Ladies' Home



## CALENDAR FOR 1893-94.

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### FIRST TERM.

Entrance Examinations,	-	Tuesday, Aug. 29, 1893.
Work of Term begins,	-	Wednesday, Aug. 30.
End of First Quarter,	- -	Friday, Oct. 20.
First Term ends,	- -	Friday, Dec. 22.

### SECOND TERM.

Entrance Examinations,	-	Tuesday, Jan. 9, 1894.
Work of Term Begins,	-	Wednesday, Jan. 10.
End of Third Quarter,	-	Friday, Mar. 16.
Second Term Ends,	-	Tuesday, May 22.

### HOLIDAY VACATION.

Begins at Noon,	- - -	Friday, Dec. 22, 1893
Closes 8:30 A. M.,	- -	Wednesday, Jan. 10, 1894.

### COMMENCEMENT.

May 21, 22, 23.

Barrett, Ella	Postville,	Iowa.
Birch, Amanda E.	Litchfield,	Minn.
Brinkman, Mina	Rockville,	Minn.
Burgess, Vernon	Sauk Centre,	Minn.
Butler, George E.	Rheatown,	Tenn.
Campbell, Cyril Lee	St. Cloud,	Minn.
Carhart, Emily L.	St. Cloud,	Minn.
Carlson, Julia	Fertile,	Minn.
Castner, Laura F.	St. Cloud,	Minn.
Cederstrom, Alfred	Kandiyohi,	Minn.
Clouston, Caroline	Barnesville,	Minn.
Coombs, Leola J.	Cedar Mills,	Minn.
Cossairt, Eliza J.	Maine Prairie,	Minn.
Cross, James L.	Rice,	Minn.
Davies, Edith	Buffalo,	Minn.
Dunsmore, Mary E.	West Duluth,	Minn.
Enderle, Anna M. D.	St. Cloud,	Minn.
Fehr, William B.	St. Cloud,	Minn.
Ferris, Ella A.	Minneapolis,	Minn.
Finch, Maud B.	Rice,	Minn.
Flynn, Bessie Q.	St. Martin,	Minn.
Frazer, Maggie	Winnipeg,	Manitoba.
Greely, Emma	Maine Prairie,	Minn.
Griffin, Margaruite	Two Harbors,	Minn.
Hallstrom, Emma	Underwood,	Minn.
Hedman, Anna	Bluffton,	Minn.
Herness, Louise	Battle Lake,	Minn.
Hilborn, Hattie	Little Falls,	Minn.
Hilger, Clara	Fussville,	Wis.
Hilger, William F.	Fussville,	Wis.
Holmquist, Hulda M.	Clear Lake,	Minn.

Holtman, Amadeus A.	Centre City,	Minn.
Janssen, William J.	Minneapolis,	Minn.
Jodoin, Fannie M.	St. Cloud,	Minn.
Johnson, Matilda S.	Terrace,	Minn.
Josephson, Sarah	Minneota,	Minn.
Joslin, Flora I.	Rice,	Minn.
Kelly, Nellie C.	Aldrich,	Minn.
Kerrick, Lottie	Esteville,	Minn.
Kienholz, Albert A.	Bellingham,	Minn.
Kvetensky, Annie Z.	Waverly,	Minn.
Larkin, Mary	Princeton,	Minn.
Larkin, Winifred	Princeton,	Minn.
Larsen, Mary	Garfield,	Minn.
Larson, Emma C.	Cyrus,	Minn.
Larson, Swend	Rothsay,	Minn.
Lee, Rudolph A.	Long Prairie,	Minn.
Leedholm, Wilhelmina	Franconia,	Minn.
Leim, Paul J.	St. Cloud,	Minn.
Libby, Eva E.	Harvick,	Minn.
Lisle, Lucie M.	Royalton,	Minn.
Loesch, Kaspar	Luxemburg,	Minn.
Ludemann, Caroline C.	Ludeman,	Minn.
Mackrell, Sarah	St. Cloud,	Minn.
Martin, Maud E.	Rice,	Minn.
McAvoy, Cozy B.	Crookston,	Minn.
McCulloch, Annie L.	Rice,	Minn.
McGarry, Catharyne C.	Stillwater,	Minn.
McLeod, Nora M.	North Prairie,	Minn.
McPherson, Mary	Stephen,	Minn.
Melhus, Sella T.	Milnor,	N. D.
Morey, Mamie	Emerado,	N. D.

Murphy, Emma	Holding's Ford,	Minn.
Nash, Zella M,	Starbuck,	Minn.
Nelson, Edith	Lindstrom,	Minn.
Nelson, Nels	Grove City,	Minn.
Newell, Florence M.	Sauk Rapids,	Minn.
Nielson, Peter	Fergus Falls,	Minn.
O'Brien, Margaret	Atwater,	Minn.
Olson, Jennie	Battle Lake,	Minn.
Ostrander, Edith M.	Paynesville,	Minn.
Pallansch, Henry H.	St. Nicholas,	Minn.
Perkins, Gertrude	St. Cloud,	Minn.
Peterson, Elizabeth	Minneota,	Minn.
Pflepsen, Nicholas M.	Cold Spring,	Minn.
Phillips, Vivian M.	Western,	Minn.
Reddick, Eliza E.	Aitkin,	Minn.
Reddick, Jemima	Lester Park,	Minn.
Reiter, Bernard	Rockville,	Minn.
Reiter, Peter	Rockville,	Minn.
Richardson, Nettie	Champlin,	Minn.
Roberts, Will F.	Deerwood,	Minn.
Rohn, Oliana	Ashby,	Minn.
Rygh, Aagot B.	Norway,	Minn.
Schilplin, Louise E.	St. Cloud,	Minn.
Shaw, Edna A.	Santiago,	Minn.
Shaw, Isabel	Sauk Rapids,	Minn.
Shaw, Lizzie	Sauk Rapids,	Minn.
Sherry, Maud	Delano,	Minn.
Siver, Dexter	Paynesville,	Minn.
Smart, Jennie A.	Rice,	Minn.
Smith, Lucy M.	Belle Plaine,	Minn.
Stauffer, Frank	Burbank,	Minn.



Stewart, Capitola B.	Fergus Falls,	Minn.
Swift, Vinnie A.	Western,	Minn.
Thomey, Nicholas T.	Rockville,	Minn.
Tisdell, Carrie J.	Milnor,	N. D.
Tubbs, Julia B.	Minneapolis,	Minn.
Turck, Mary M.	Forest City,	Minn.
Tuttle, Blanche Maude	Fargo,	N. D.
Vangen, Christine	Cannon Falls,	Minn.
Vitalis, Mary	Franconia,	Minn.
Watkins, Clara M.	Raymond,	Minn.
Watkins, Lennora L.	Raymond,	Minn.
Watson, Callie M.	Minneapolis,	Minn.
Wegner, Frank C. P.	St. Cloud,	Minn.
Wetzel, Paul E. C.	Sauk Rapids,	Minn.
Weyrens, Joseph S.	Eden Valley,	Minn.
Whiting, Henry W.	Spencer Brook,	Minn.
Wilson, Etta E.	Clear Lake,	Minn.
Wolfe, Elizabeth N.	St. Cloud,	Minn.
Woodruff, William H.	St. Cloud,	Minn.
Wright, Winifred E.	Wrightstown,	Minn.
Ziegler, Bertha M.	Gaylord,	Minn.

### MODEL SCHOOL.

#### SENIOR DEPARTMENT.

Benolken, Joseph	Marlatt, May
Berg, Elma	McGowan, Mary
Brigham, Fay	Miller, Hubert
Campbell, Alice	Mitchell, Leslie
*Campbell, Lee	Monson, Josephine
Campbell, Pearl	Mossbrugger, August
Cooke, Elizabeth	Mund, Lizzie
Davidson, Halvor	Padlock, Samuel
Enderle, Frank	*Pallansch, Henry

Enderle, Gertrude	*Perkins, Gertrude
*Fehr, William	Pflepsen, Jacob
Frink, Chas.	*Pflepsen, Nicholas
Harmer, Fred	Pierce, Maud
Harren, John	Rabischung, Mary
Hart, William	Schmidt, Nicholas
Hengel, Joseph	Schultz, William
Josephson, Elizabeth	Shea, Sybil
Kranz, Sophia	Skinner, Myrtle
Koll, Jacob	Thielman, George
Larson, Anna	Tschumperlin, Mary
*Lein, Paul	Uptegrove, Alice
Ley, Rose	Utecht, August
Lommel, Christ.	Wheeler, Mary

Those marked \* transferred to Normal Department during the year.

## GRAMMAR DEPARTMENT.

Andersen, Eggen	Lyons, Bertha
Block, Fred	Magnuson, Edward
Bonnelle, Ida	Martin, Emma
Braun, Ernst	McKelvy, Wilbur
Carhart, Edith	McGregor, Mabel
Carhart, Margaret	Miller, Edward
Clarity, May	Mitchell, Jane
Cowan, Gertrude	Pelowski, Veronica
Cowan, Mary	Reinhard, Ida
Cross, Mary E.	Schaefer, Peter
Durant, Samuel	Schreifels, John
Freeman, Willard	Schultz, John
Fuchs, Ignatius	Schultz, Matilda
Goerger, Philip	Thomas, Maggie
Griswold, John	Walezko, Paul

Harmer, Agnes	Weber, Joseph
Harrison, Allen	Weber, Kate
Harrison, Louise	Weber, Nicholas
Holland, Nellie	Weber, Peter
Jacobs, Jacob	Weber, William
Johnson, Ebert	Wegner, Odelia
Koepp, Richard	Whitelock, Roy
Koerber, George	Whittemore, Edith
Kuck, Frank	Wright, Mary
*Loesch, Kaspar	

## PRIMARY DEPARTMENT.

Atwood, Elmer	Humes, Gay
Atwood, Lester	Lyons, Harry
Buckman, August	Maloy, Agnes
Buckman, Frank	Mitchell, Henry
Carew, Margaret	Mitchell, Ruth
Carew, William	Morgan, Bert
Carhart, Agnes	Munro, Marion
Carhart, Joseph	Olds, Inez
Carhart, Ruth	Redding, Jay
Clark, Edith	Scherfenberg, Annette
Clark, Millie	Setzer, Florence
Dodds, Edna	Setzer, Philip
Eastman, Morris	Shoemaker, Isabel
Ervin, Harry	Shoemaker, John
Ervin, Thomas	Smith, Nettie
Foley, John	Tileston, Elsie
Gray, Herbert	Tileston, Howard
Griswold, Maud	Tomlinson, Sherwood
Gullett, Lou	Wastrom, Charles

## REGAPITULATION.

### NORMAL DEPARTMENT.

#### *Advanced Course:*

Senior Class,	-	-	-	-	-	-	26
Junior Class,	-	-	-	-	-	-	16
B Class,	-	-	-	-	-	-	16—58

#### *Elementary Course:*

A Class,	-	-	-	-	-	-	32
B Class,	-	-	-	-	-	-	19
C Class,	-	-	-	-	-	-	117—168

Total in Normal Department,	-	-	226
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### MODEL DEPARTMENT.

Senior Grade,	-	-	-	-	-	46
Grammar Grade,	-	-	-	-	-	49
Primary Grade,	-	-	-	-	-	38—133

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359

Counted twice,	-	-	-	-	-	-	7
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Total Enrollment,	-	-	-	-	352
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## GRADUATING CLASS, MAY 24, 1893.

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### ADVANCED COURSE.

Maude Amonson	Robert B. Jerrard
Jean E. Baillie	R. Adella Knudson
Io Barnes	John W. Kramps
Ida Bell	Martin Kranz
Hannah E. Berry	Mabel Lee
Pitt P. Colgrove	Grace B. McConnell
Eleanor I. Cramb	James H. Maybury
Hattie B. Dewart	Emma E. Noel
Gertrude Earhart	Mabel I. Rich
Bertie L. Evans	Mabel E. Tomlinson
Thomas H. Grosvenor	Martha M. Wheeler
Laura M. Hart	Jacob Zimmer

### ELEMENTARY COURSE.

Nannie E. Akers	Olaf Lein
Lou Burnett	Kitty J. Libby
Etta Carrick	Lucy R. Oatman
Burness G. Covell	Elsie V. Ralston
Isabel J. Dallager	Jennette M. Sanborn
Kitty H. Enderle	Jessie Grace Sherman
Neva R. Foster	Luella A. Skinner
L. Hermione Hall	Elizabeth S. Sullivan
Nora U. Halvorson	Elsie G. Stephenson
Alice A. Hayward	Daisy E. Waller
Martha J. Hounsell	George L. Woodworth
Bertha F. Kenyon	Mary H. Wright

ircular\*

## CIRCULAR.

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### NORMAL SCHOOL DIPLOMAS AS STATE CERTIFICATES.

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The Legislature of 1891 passed an act which gives to diplomas of the State Normal schools validity as certificates of qualification to teach in any of the common schools of the state under the following provisions, viz.:

(1) A diploma of any one of the State Normal schools is made a temporary state certificate of the first grade for the two years of actual teaching service required by the Normal student's pledge.

(2) After two years of service the diploma may be countersigned by the President of the school from which it was issued, and by the State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. Such endorsement will make the diploma of the Elementary Course a state certificate for five years, and the diploma of the Advanced Course a life certificate.

**CONDITIONS OF ENDORSEMENT.**

(1) While it is hoped that all graduates will earn the right to have their diplomas endorsed, great care will be taken in this matter, and the diploma will not be so extended in any case in which the holder fails to render acceptable service during the test period, or in any way fails to show himself worthy of the marked professional recognition and honor so bestowed.

(2) After the completion of two years of service application for endorsement may be made to the respective Normal schools. The applicant should see that complete reports of service have been made in accordance with the student-teacher's pledge and that such reports bear the names and addresses of the supervising authorities to whom blank certificates of successful service may be sent.

When such certificates have been received and approved notice will be sent to applicants to forward diplomas for endorsement.

(3) Graduates who have already completed two years service and are still teaching may make application at once for endorsement, sending with the application a full list of the names of supervising authorities under whom service has been rendered.

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**THE PURPOSE OF THE SCHOOL.**

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The aim of this school is to prepare teachers for the teaching service of the state of Minnesota. To the extent that the purpose of an organization determines its character all



the work of the school is professional. It does not give general culture for its own sake; it does not aim to prepare young men and women for college, nor for the general pursuits of life. It gives general culture; its graduates are admitted without examination to the State University and to other colleges; its professional work upon the common school branches and other subjects includes a preparation for business, and the moral education which qualifies young men and women to be safe guides for the state's children is a good preparation "for complete living" and is beneficial in all the walks of life, but these results, though actual, are incidental and are accomplished because the part is necessarily included in the whole.

The statute declares that the school was "established to educate and prepare teachers for the common schools of this state," and this fact is emphasized by the act of the legislature which makes the diploma of the school a certificate of qualification of the first grade to teach in the public schools of the state. The school qualifies its students for various phases of public school work, from the primary grades to most departments of the high school, but its curriculum and training are especially adapted to give superior qualifications for the work of the first eight grades of the public school system. Beginning with the present year a thorough course is provided in both the art and philosophy of kindergarten culture. With this department added to the courses previously established, the school is prepared to qualify young people, in a very thorough manner, for every phase of educational work below the high school.

The vital importance of this phase of public school education is apparent. The words of Edward Everett, uttered as

Governor of Massachusetts at the opening of the first Normal school established in this country for the purpose of improving the common schools, have greater weight to-day than at any previous time, and apply with peculiar force to Minnesota: "No rational man, it seems to me, can fail to see the superior importance of the common schools. They give the keys of knowledge to the mass of the people. If there be any person to whom the words 'common school' and 'common school education' convey an idea of disparagement and insignificance, such persons are ignorant, not merely of our true political system, but of the nature of man. Our common schools are important in the same way as the common air, the common sunshine, the common rain, invaluable for their commonness. They are the corner-stone of that municipal organization which is the characteristic of our social system; they are the foundation of that widespread intelligence which like a moral life, pervades the country; they are the nursery of that inquiring spirit to which we are indebted for our preservation of the blessings of an inquiring spiritual faith."

The great material resources of this state have caused an influx of people from other states and other nations. A heterogeneous multitude is to be formed into a homogeneous people. The most efficient means of accomplishing this result is the common school. Resources are not wanting. The public school fund is ample; school houses, already numerous, are rapidly multiplying, and the call for trained teachers is most urgent. It is the special function of the Normal school to supply this demand.

As teachers in country schools and graded schools of the city; as principals of high schools and superintendents of

city schools; as county superintendents and presidents of Normal schools, graduates and undergraduates of this school are rendering to society efficient and honorable service, and are receiving a money compensation varying from forty dollars per month to three thousand dollars a year, according to ability and experience.

In qualifying young people to secure the boys and girls of the state in their common school rights the Normal school employs the following

#### MEANS.

(1) The school gives to its students a thorough, scientific knowledge of the branches they are to teach, such as reading, grammar, arithmetic, geography, history, etc. Students come to the school knowing many of the facts of these subjects but, having studied them in the grades below the high school, they have not organized the facts into a scientific form nor learned their educational value in developing the minds and enlarging the information of the pupils of the public schools. A knowledge of arithmetic and grammar that enables one to perform accurately and quickly the problems of the counting room and to construct sentences correctly does not qualify him to use to the best advantage the science of number and the logic of the English sentence as educational instruments. A teacher must be able not only to practice correctly the art, he must have a conscious mastery of the science of each of the common school subjects of instruction. He must know each fact, and know it in relation to every other fact of the subject, and know the relation of all the facts to the general truth which distinguishes a given subject from all other subjects. True knowledge

is thought in the mind corresponding to the thought in things. If the thought in the subject studied exists in an organic form, true knowledge discerns the inherent relations existing between the parts of the subject and sees the relation of each part to the general truth which explains the part and determines its place in the subject. The particular and the general act and react upon each other. The general truth must be discerned in the particular fact, and the general truth is the explanation of the fact. In true knowledge each explains all and all explains each.

The Hon. Wm. T. Harris, LL. D., United States Commissioner of Education, speaking from a wide knowledge of facts and a sound theory of education has indicated in the following the true place of the common school subjects in the Normal school curriculum:

“The substantial Normal school course deals chiefly with the common school branches, reading; writing, arithmetic, geography, history and grammar. It is often said by way of apology that could we secure pupils of advanced grades this would be unnecessary. We are obliged to do this elementary work in our Normal schools because of the fact that pupils come to us ill-prepared as regards these studies. But no matter what grade of pupils the Normal school ever receives, its professional work is chiefly done on the common branches, the reason being this: no matter where the pupil learns his common branches he learns them as steps in a graded course, and when he has climbed to the higher steps he drops these studies and returns to them no more, except when he teaches them to others. Of course it follows that in the high school or college these lower branches are not reviewed. \* \* \*

But the teacher needs precisely this re-examination of all his elementary branches. \* \* \* The Normal school therefore took up just this work at the beginning and performed it well. It induced in the young men and women preparing for the work of

teaching the habit of taking up the lower branches in their relations to higher—taking them up constructively, as it were. For to study arithmetic in the light of algebra and geometry is to study it constructively. Its rules are derived from algebraic formulæ and are to be demonstrated by algebraic processes. So the details of geography have their explanation in formative processes of land and water as treated in physical geography, and the sciences of which it is a compend. The first learning of a subject is largely the work of memory. The real knowing begins with reflection upon the data and the discovery of inter-relations. The class work and recitations of the Normal school astonish the student at first. He supposes himself to understand the subject, but he discovers that there are a thousand phases which he has not thought of. He learns the second lesson with some of these possible side-questions in view. He improves from day to day, and in the course of a year he has acquired a different ideal of the best method of study. He has passed from the text book method to the method of investigation. Formerly he would have held the pupil responsible to learn the words of the book and would not have probed the understanding. Now he goes directly behind the words of the book into the pupil's understanding and teaches him how to think—how to investigate. He is to study the book, but to critically compare one statement with another—penetrate to the construction of the book itself. He is to go out of the book into all his own experience, to verify or refute its statements. He is to go to other stores of information on the subject in this work of verification and critical comparison. When this is done the student finds to his great surprise that the elementary branches stand for the five great branches of human learning in its entirety, and that a proper study of them opens for him all the windows of the soul."

Nothing can take the place of these elementary branches, but they are supplemented in the general curriculum of the Normal school by courses in the philosophy of history, higher mathematics, higher English, Latin, music and



drawing, experimental science by the laboratory method, etc. These subjects are valuable, but their chief value, from the Normal school point of view, is the increased mastery they give over "the elementary branches [which] stand for the five great branches of human learning in its entirety."

(2.) But mind is the subject of education. To develop and train the mind is the real purpose of teaching. To train a faculty or power of the mind it must be exercised upon its proper objects and in accordance with the law of its nature. A knowledge of psychology is to the teacher what a knowledge of physiology is to the physician. Through the teaching of psychology as a science and by discovering in every subject the nature, processes, laws and products of the human mind, the Normal school seeks to give its pupils a working knowledge of the facts and principles of mental science which the teacher needs in developing the minds of others. Dr. John Dewey's text is used as a basis for a year's work in psychology.

(3.) The school reveals to its students the way in which the mind thinks a subject. It leads them to see that a rational method of instruction depends upon the nature of the subject studied and the laws of the thinking mind at the *various stages of its development*. It teaches them the principles of method in general and helps them to discover those principles in particular subjects of instruction, such as reading, grammar, arithmetic, geography, history, etc. The method of the kindergarten, primary, intermediate and more advanced grades of public school work is made the subject of thorough instruction.

(4.) The school aims to give to the future teachers of the state's children a correct theory of life, and helps them to



determine, in the light of human destiny, the true purpose of education, and to see the place of the school among the institutions of society, and its adaption to the accomplishment of the purpose for which it exists. Literature, general history, the science of education, and the history of educational theories, furnish the data for reaching a sound conclusion. The best minds of all time have wrought upon the problem of school education. Systems of education have varied from time to time, according to the theories of life which have prevailed at different epochs. A study of those theories, recorded in the history of education, gives to the future teacher breadth of view, judicial candor and steadiness of purpose. Rosenkranz's *Philosophy of Education* is made the basis of a half year's work in the science and history of education. An effort is made to have all the work and discipline of the school conform to a true ideal of life and to show by example how a school may be made the means of developing character by a constant appeal to the highest motives to which the student is capable of responding and by securing prompt and willing obedience to reasonable requirements.

(5.) Having made a thorough, scientific study of the subjects of instruction and mind, having obtained a rational conception of the true end of education and a knowledge of method, general and particular, the pupil enters the model school and by practicing under intelligent criticism, becomes skilled in the art of teaching and governing a school. The school gives opportunity for extended observation and practice in the work of the kindergarten and the first eight grades. The general plan of this work is given on pages 36 and 37.

## COURSES OF STUDY.

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The school offers four courses of study, the relative time given to the various subjects being indicated on the following pages. There are:

1. An Advanced course, extending through four years.
2. An Elementary course, extending through three years.
3. A Professional course, extending through one year.
4. A Kindergarten course.

The Professional course is adapted to the needs of graduates of colleges and high schools, and includes a pedagogical study of the common school branches, music and drawing, psychology, history and science of education, method and observation and practice in the model school. Graduates of high schools and colleges are admitted to this course without examination. Others are permitted to enter upon the Professional course when they pass a satisfactory examination on the state high school course of study or its equivalent.

Conditions for admission to the Advanced and Elementary courses are given on a subsequent page.



**THE FOLLOWING COURSES OF STUDY**  
**FOR THE STATE NORMAL SCHOOLS OF MINNESOTA, WERE ADOPTED BY THE STATE NORMAL BOARD**  
**AT ITS MEETING HELD MAY 11, 1888.**

**ELEMENTARY COURSE.**

FIRST YEAR.	SECOND YEAR.	THIRD YEAR.
Drawing. Language, including Syntax, Composition and Word Analysis. Arithmetic and Algebra. Physiology. Penmanship. Geography, to include Physical, Mathematical and Political. Botany.	Psychology and Methods. Botany or Algebra. English History or Latin. U. S. History. English Literature or Latin. Book-keeping. Civil Government.	{Arithmetic. {Grammar. {Geography. {Reading. Elementary Principles of, and Methods in Physics. Chemistry. Psychology and Practice. Moral Philosophy. Geometry.

**ADVANCED COURSE.**

JUNIOR YEAR.	SENIOR YEAR.	PROFESSIONAL COURSE.
{Arithmetic. {Grammar. {Geography. {Reading. Chemistry or Latin. Physics. Psychology and Practice or Latin. Moral Philosophy. Geometry.	Latin. Geology. History and Science of Education. Practice. English History and Literature. Astronomy. General History. Drawing.	Methods. Psychology. History and Science of Education. School Economy. Practice. Elementary Principles of, and Methods in {Arithmetic. {Grammar. {Geography. {Reading. Drawing.

Exercises in Vocal Music, Elocution, Essay writing and Spelling will be maintained throughout the courses of study above described.

QUARTER AND CLASS PROGRAM,  
SHOWING ARRANGEMENT AND TIME-LIMITS OF THE COURSE OF STUDY.  
ELEMENTARY COURSE.

	<i>C. CLASS.</i>	<i>B. CLASS.</i>	<i>A. CLASS.</i>
FIRST QUARTER.	Arithmetic. Drawing and Music. Geography. Grammar. Reading.	English History. Rhetoric. Algebra. Psychology. Physiology.	Geometry. Chemistry. Methods in Geography. Methods in Grammar. Psychology.
SECOND QUARTER.	Arithmetic. Reading. Drawing and Music. Grammar. Geography.	Psychology. English History. U. S. History. Arithmetic. Rhetoric.	Geometry. Chemistry. Methods in Arithmetic. Methods in Reading. Psychology.
THIRD QUARTER.	Grammar. Penmanship. Drawing and Music. Geography. Algebra.	Physiology General Methods. Physics. U. S. History. Algebra.	Science of Education. Practice. Themes. English Literature.
FOURTH QUARTER.	Geography. Algebra. Drawing and Music. Grammar. Word Analysis.	General Methods. Physics. Civics. Botany.	Geometry. Science of Education. English Literature. Practice. Themes.

# QUARTER AND CLASS PROGRAM,

## SHOWING ARRANGEMENT AND TIME-LIMITS OF THE COURSE OF STUDY.

* ADVANCED COURSE.				PROFESSIONAL COURSE.
	B. CLASS.	JUNIOR CLASS.	SENIOR CLASS.	PEDAGOGICAL CLASS.
FIRST QUARTER.	Latin. Rhetoric. Algebra. Psychology. Psychology.	Geometry. Chemistry. Latin. Methods in Grammar. Psychology.	Latin. Practice. General History.	Psychology. Geography. Arithmetic. Reading. Grammar.
SECOND QUARTER.	Latin. Psychology. U. S. History. Arithmetic. Rhetoric.	Geometry. Chemistry. Latin. Methods in Reading. Psychology.	Latin. Practice. General History.	Methods in Arithmetic. Methods in Reading. Methods in Geography. Psychology. Grammar.
THIRD QUARTER.	Physiology. Latin. General Methods. Physics. U. S. History.	Latin. Psychology. English Literature. Methods in Arithmetic.	Latin. Astronomy. English History. Themes.	Science of Education. General Methods. Methods in Grammar. Practice.
FOURTH QUARTER.	Latin. General Methods. Physics. Civics. Botany.	Geometry. Science of Education. English Literature. Latin. Methods in Geography	Latin. Geology. English History. Algebra. Themes.	Science of Education. General Methods. Practice. Themes.

\*The first year of the Advanced Course is identical with the first year of the Elementary Course. See Elementary Course, Class C.

The brief exposition of a number of subjects given on the following pages will give a general idea of the work done in all subjects.

## GENERAL METHOD AND PRACTICE.

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A teacher should have a well-organized knowledge of the subject matter he is to teach; he should have a knowledge of the order and conditions of mind development; and in addition to this, he should have the ability to arouse pupils to do their own thinking and to train them to right habits of investigation. It is the purpose of the General Method and Practice work to give this power to the pupil teacher. In General Method, the student's work is to formulate the general principles of teaching and to gain skill in applying them. Here he can become the master of one thing at a time, instead of being overwhelmed by the many difficulties presented in the complex act of teaching.

1. He is trained to make courses of study and outlines of work, not for the sake of any value to him of the outlines he makes, for these he is counseled to destroy, but that he may acquire skill in adapting his work to varying conditions.
2. He is trained to arrange the subject matter of any lesson in an order for teaching, whether the order be inductive or deductive.
3. The science of questioning is presented and he is trained by actual practice with classes to question skillfully.
4. Drilling and training pupils next receives attention.
5. The assignment of lessons and the governing of the study period through the demands of the recitation.



6. Testing the preparation of lessons with the various forms of recitation, topical, etc. These points are not simply discussed, but the student is trained to a mastery of these means of teaching, often by their use in lessons given to classes of pupils from the model school. Practice simply enlarges the field for this work. The student is now introduced to the more complex task of teaching a class for a period of eight or ten weeks for three recitation periods at least. Here he is to make his own outlines and to be responsible for results. His work is subject to criticism and guidance. For one hour at least he observes the work of others in some subject through all its different grades. For instance, he observes the subject of language in the first grade, the first week; in the second grade, the next week, etc. On Friday he teaches the grade he has observed for that week.

In all this work, the aim is to study the individual teacher, to assist him to eradicate his faults, suppress his weak points and develop his strong ones, in a word to train him to do skillful work at the same time that his originality is encouraged and his conception of his work broadened.



## ARITHMETIC.

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Have you considered this—that persons naturally skilled in computation seem clever in all branches of science, whereas those naturally slow if instructed and exercised in this will get all of them, if they derive no other advantage, make such progress as to become cleverer than they were before.—PLATO.

The fundamental mistake in teaching number fractions, etc., is in the beginning to take for granted that the pupils will see the relation through the language, and in not presenting the things in which the relation may be seen.—W. W. SPEER.

The method of teaching arithmetic is determined largely by what is considered to be its educational value and scope. If it can be the means of calling forth certain essential powers of the mind with less waste of time and energy than other subjects, then it is worthy of a prominent place in the school curriculum, otherwise not. Arithmetic is the branch through which the mind may easiest and earliest know pure truth and be aroused thereby to a consciousness of power which acts as a tonic to the mind. The power of abstraction is awakened with an energy proportionate to the exactness and definiteness of the material presented.

The principle which lies at the basis of the subject and in the light of which all its operations should be interpreted is the discovery of the inherent relation existing between unity and multiplicity. Indeed a thing is not separable into parts excepting those parts are new units, or are composed of units which bear a necessary relation to each other and to the whole.

No one has an abstract idea until he can couple it with concrete reality; he may know a symbol but it is not even a symbol to him unless he has a basis for it in the concrete.

One may teach tricks with the symbols of number without reference to the concrete definite unit upon which the number is built, but he is not teaching number. What he teaches may even pass in the life of trade for a knowledge of number, but it is simply valueless as to the culture to be obtained from understanding real number. It omits the exercise of that free use of the faculties by which the mind realizes its power in dealing with that which it knows to be necessarily true.

Pupils should be trained to look within and test the quality of their knowledge at each step. The belief in the truth of the principles they apply or the rules they use sometimes rests upon the authority of the book, or the teacher, and sometimes he may have the satisfaction of discovery by observing the truth in several instances and inferring its general application. In either case the truth is to him not absolute and the culture value of the process is no greater than that obtained from understanding the application of any other rule whose exceptions are possible and even probable. It is impossible to know upon authority a truth as absolute. The faculties unfold in the same order in all grades, among all persons and at all times. The strength and intensity of action varies greatly but the order is constant. There are no imaginative pictures, without there are at first sense perceptions. No reasoning without both the preceding, yet each returns to enrich the others and thus each passes over into the other.

If any real knowledge of number is to be obtained there must be a sure foundation laid in perception, i. e., objects must be presented. Unless the relation is between definite realities it can never be seen as a relation at all. On the other hand, care must be taken that something more is done, and that the child shall not remain in the stage of sense perception and that become the end of number work rather than a means to a higher development.

So long as a large proportion of the pupils asking for admission into a Normal school, though they have a second-grade teacher's certificate or are qualified to pass an examination equal to its requirements, can give no better reason for their belief in the rule for the multiplication of fractions than that the book says so; and so long as the remaining minority cannot apply the rule to a concrete instance with the objects present; it appears that there is too much taken upon authority, too little of real knowledge.

The course in arithmetic is calculated to utilize all the knowledge the pupil brings, and as soon as possible to put him in possession of the processes which repeat themselves so frequently in the subject and form the substratum for all mathematics. When he sees the necessity of these fundamental relations and can detect in each new problem the relation with which he is familiar he has organized and mastered the subject. All knowledge the pupil brings, no matter how superficial it may be, will be of use as it will save time for him. When a pupil passes arithmetic he is expected to have a teacher's knowledge of the subject. He sees arithmetic as a whole and each part as an illustration of principles that have an application throughout the subject. He recognizes that a principle may be discovered by the pupil without

turning him back and making him waste time upon many things already known just because they are in a fixed order in the text. He knows arithmetic, rather than any text book on arithmetic. The pupil should see each fact in its relation to the entire subject and in the light of the laws of mental growth. Therefore he does not complete the subject the first year, but passes into algebra after the first term and completes arithmetic after he has taken a course in algebra and also had considerable training in mental science.

Thus viewed arithmetic is a means, is an exemplification of the laws of mind, while it includes a fit preparation for the world of trade.

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### NATURAL SCIENCE.

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The marked progress in human knowledge during the last fifty years has been accompanied by as evident an increase of the power of man over natural forces. Says Professor T. H. Huxley: "This revolution in the political and social aspects of modern civilization has been preceded, accompanied, and in great measure caused by increase of natural knowledge, and especially that part of it which is known as physical science, in consequence of the application of scientific method to the investigation of the phenomena of the material world." The process of the development of each individual is an epitome of the history of the race, and as the race has gained the service of natural powers to which it was once subject, so in the life of each individual his self-unfoldment and power are to be accurately measured by,

and to a large degree result from, the comprehension of, and ability to conform to, the laws under which he finds his physical being. *Scientific method*, to which Professor Huxley ascribes such potency in the progress of the race, we should then expect to find of equal value to the individual in his progress from complete subjection to natural law toward freedom both as a physical and as a spiritual being; for the laws of thought are equally the laws of things, for things are but the objective forms or modes of thought. The study of physical science must then commend itself to all, as well for the training that it gives the mind as for the power that the knowledge itself confers. But the teacher may look to it for a still higher gift. That scientific method which has proved so fitted for the development of the race, he must be able to use for the development of the individual.

The work of the Science Department then has in view the instruction of the student in: first, the scientific method of observation and experiment; second, the science and art of explanation, i. e., the making manifest that a phenomenon or law under consideration is but a particular case of a more general law; third, the obtaining of the view of nature as a unit, of all present processes as a temporal aspect of one great process, of energy as everywhere conserved and uninterrupted in its progress and ministering to the unfolding of the Divine idea. The region of the first of these stages accords with what has been known as natural history, and is the field of observation and experiment. The region of the second stage constitutes the true science of the subject, while its philosophy is comprehended in the third stage.

The scientific method reaches the second stage of development through the medium of the first. Accordingly, in



this school, ample laboratories, cabinets of specimens, and apparatus are provided for purposes of experimentation and observation.

But it is not the aim of this department to train specialists who shall add to the sum of human knowledge in scientific lines, but to prepare teachers to develop in their pupils the desire and ability to be, in their own field, however limited: first, observers, experimenters and investigators; second, scientists—those who shall in their daily life seek to relate the facts with which they come in contact by true principles, and with ease recognize their particular application; third, philosophers in so far, at least, as to recognize the inherent relation between law and liberty—that everywhere, whether in the realm of nature or the school, the home, the state, necessity is the pathway leading all who willingly follow it to freedom.

In this school, nature is viewed through the agency of the following studies: Physics, Chemistry, Botany, Physiology, Geology and Astronomy. These subjects naturally divide themselves into the study of inorganic nature in physics and chemistry, and the study of organic nature in the remaining group. All nature is organic, but in physics and chemistry the laws of matter and motion are considered separate from their organic relations, and may be said to dictate to organic nature the lines along which she is free to move, even as all nature prescribes to man the path to his freedom. In plant and animal we find the dominance of a guiding principle over the collocation of physical and chemical operations. The botanist and zoologist must then begin along two lines: one, that of life operations, and the other that of the resulting forms, both blending when the study of the particular is

left for that of its causative and historical relations. Geology and astronomy have been classed as studies of organic nature. The fundamental idea in the study of nature is its continuity resulting in organic unity. A particular case then becomes a phase of a continuous self-determined process, culminating in man, who reaches his highest possibility in self-determination. No studies excel those last named in the view which they present of the continuity of nature. Leaving, as they do, the limitations that time and space have imposed upon our physical beings, we are, through them, enabled to view the earlier ages of the past eternity, and discover the original unity of cosmical energy, the unfolding of which is the unending process of creation.

#### LABORATORIES AND APPARATUS.

The science department occupies rooms upon the second floor of the south wing.

The physical laboratory is arranged to accommodate forty students. Large and strongly built tables of white oak are arranged with drawers and shelves beneath, and a firm suspension rail over the middle of the tables. There is gas at each table. Two sinks in the room provide for water and waste. While there is sufficient large apparatus for the illustration of the elements of the subject, most of the work is done by the students, and rubber tubing and glassware furnish the material for much of the individual experimentation. A work bench is at hand in the laboratory for the construction of apparatus. A blackboard for demonstration is upon one wall. A room immediately off from the laboratory is intended for apparatus cupboards, and can be darkened for experiments requiring a dark room.

The chemical laboratory opens from the physical laboratory and the main corridor. It is excellently lighted. It is arranged to accommodate thirty-four students with separate desks. The tables upon which the desks are placed each accommodate four pupils. The tables are of white oak. Each table is supplied with cupboards and drawers with individual locks of the Yale pattern. Each table is furnished with a lead-lined sink, with water and gas. A shelf over each sink has above it a dome with pipe for conducting foul gases from the room, thus forming an open hood. These are rendered possible by the system of ventilation by which a steady volume of air is forced into the laboratory under pressure. Two large closed hoods with pneumatic troughs are used for general work. Steam is lead into the room from the boilers and is used for obtaining distilled water, for heating water for general purposes, and for drying and evaporation. Chemical and apparatus cupboards line one wall, and shelves with reference books are at hand.

Botany is studied with the view of obtaining in the structure of plants a reasonable basis for their classification. Typical specimens are studied and herbariums are collected. A botanical cabinet of 200 compartments is arranged for the reception and preservation of specimens of the flora of the vicinity.

An Azoux's manikin and a human skeleton are used for comparison in dissection of mammalian specimens in the physiology work. Well built cabinets contain specimens of typical animals, including marine life, and several thousand mineral and fossil specimens.

The school library includes valuable works of reference on all scientific subjects.

## ENGLISH.

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The work as planned in the department of English, provides instruction in the following subjects: Word Analysis, Grammar, Reading, Composition and Rhetoric, Themes and Literature. The time devoted to each of these subjects may be learned by consulting the quarter and class program on pages 29 and 30.

On basis of the unit of language dealt with in the subject, the above branches may be separated into three groups: (1). Word Analysis, which has the word for its unit or subject matter. (2). Grammar, which deals with the sentence. (3). Reading, Composition and Rhetoric, Themes and Literature, which treat connected sentences or discourse.

### WORD ANALYSIS.

The purpose in the work with words is to give the students an idea of what a word is and what a complete knowledge of words includes, in order to aid them in making the best use of the work in the different departments of the school as a means of enlarging and improving their vocabularies; to give them a taste for and stimulate them to a more comprehensive study of words; to lead them to see the importance of the study of words as a means of developing the mind, and to enable them to direct this study intelligently.

Some phases of words are treated in connection with the other language work. In connection with the oral reading, the subject of orthoepy, which deals with the oral word, is treated. In the subject of grammar the student learns the use of words in sentences. In the subject of reading, composition and rhetoric, and literature words are incidentally studied all the time.

In order more fully to accomplish the purposes set forth above, and to fix in the students a habit of using the dictionary ten weeks are devoted to the study of words alone. No particular text is used, but words in common use and especially the technical terms used in connection with the various subjects of the course are studied under the following topics:

(1). Form: (a) Spoken—sounds, accent; (b) Written—spelling, syllabication, diacritical marks.

(2). Meaning: (a) Literal, (b) Received.

(3). Formation: By composition, by derivation—root, affixes, suffixes.

(4). History: (a) Origin, (b) Changes in Form, Meaning and Use, (c) Causes of these changes, (d) Laws of these changes. In this work orthography and derivation receive the most attention.

#### GRAMMAR.

The sentence with its numerous forms and many shades of meaning is the subject of grammar. This great variety must be thought into the unity of a single principle. Every fact in the subject must be interpreted and seen in the light

of this principle if grammar is to be understood. That there is and must be such a general truth in every subject is clear from the fact that subjects exist. It is not chance or caprice that has separated facts into arithmetic, geography, etc. There must be some idea in the subject which determines what facts belong to it and, hence, to which they all stand related. This will be the most general fact in the subject since it must contain all the others. Every fact in the subject embodies, in a greater or less degree, this central idea.

It is the purpose of the grammar work in this school to enable the student to get such a view of the subject. The student must see all the relations which exist in the sentence; the relations of the sentence to other language forms, the word, and discourse; its relations to the thought which it expresses; and its relations to mind, the products of which it embodies. When he sees all these relations and what they determine with regard to the sentence, the student may be said to have an organized or a teaching knowledge of the subject of grammar. He has constructed the subject for himself.

In order to accomplish what is set forth above, four circles of work are pursued:

1. Under the study of sentences as wholes, the class whole is studied. In this work the unity of all sentences is seen by observing their universal attributes.

2. Under the study of sentences as wholes, the class whole is divided into its sub-classes and the marks of these classes discovered.

3. Under the study of sentences in parts, the organic parts are first taken up. This circle of work with parts



corresponds to the first circle of the work with sentences as wholes.

4. Under the study of sentences in parts, the sub-classes of words, "Parts of Speech," are studied. The fourth circle of the work is to the third what the second is to the first.

In each of the four circles the student starts with the sentence and after the consideration of parts refers them all back to the sentence again—analysis and synthesis. The process is a passing from unity through variety back to the unity of the thought as expressed in the universal sentence form.

#### READING.

The reading work aims to make students conscious of the process by which the mind masters the thought of the written or printed page, in order that they may intelligently guide the children of the common schools in this process. Students are led to see the different mental products which discourse embodies—thoughts, feelings, volitions. Any discourse will embody all three of these products, but one will predominate, and on basis of the predominant element discourse is classified into didactic, emotional and ethical.

The nature of the idea treated determines the form of discourse since discourse is primarily addressed to the intellect and is the unfolding of an idea. Two kinds of ideas are unfolded in discourse, the particular and the general, and in the unfolding of these ideas four forms of discourse are used: Description, Narration, Exposition and Argumentation. Discourse is addressed to the eye or the ear, giving rise to silent and oral reading.

In accomplishing the above work selections from standard authors are analyzed according to the laws of thought, resulting in the appreciation of the beautiful as it is embodied in literature and a correct oral expression of the thought.

#### COMPOSITION AND RHETORIC.

The language subjects which deal with discourse are distinguished from one another by the view they take of the subject-matter. Reading and literature deal with discourse analytically; the chief process in composition and rhetoric, and themes is synthesis. Composition is the complement of reading. It presents the nature and principles of the different forms of discourse and their relation to the mind of the author and the minds of those addressed.

Three kinds of work are done in this subject:

1. A critical study of models of the different forms of discourse is made for the purpose of enabling the student to discover the central idea in all discourse; the relations in the process as determined by the theme; and the laws of process as determined by the mind addressed.
2. The students are helped to formulate the above mentioned inferences into the science of discourse by reference to different texts on the subject.
3. A great deal of writing under criticism.

#### THEMES.

One condition of the student's graduation is that he prepare under the supervision of the department of English, and present to the faculty, during the last year of his course, a thesis on some educational subject or question pertaining

to his life work. This is a continuation of the work done in composition and rhetoric and a further application of the principles there learned.

It is thought that among the many other duties, incumbent upon the teacher, it is the duty which he owes to his profession, that of helping to direct educational thought. The great majority of teachers simply follow the prevailing custom, and this is fixed by the few who are able to so act upon the convictions of teachers in educational centers as to induce them to accept their measures. It follows that if a teacher wishes to be useful in the highest sense, or to be in any sense a director of educational affairs, he must be able to use his pen and tongue.

#### LITERATURE.

Literature, in the sense in which it is here used, is a fine art and, hence, a part of aesthetics. It is the embodiment of an idea in the most appropriate, artistic form, the consideration of which leads to the appreciation of the beautiful. It is the result of the struggle of the human race to find an adequate, concrete, sensuous expression for its freedom.

It is the purpose of the work in this subject to lead the student to discover the ideas stated above by a critical study of a few of the masterpieces of the different forms of literature. The work is accomplished when the students see the essential idea in literature; have acquired a systematic method for its study; and see how to help children to come into the possession of their literary inheritance rather than when they have read a great many authors. They thus become self-directive in their work.

## GEOGRAPHY.

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The practical value of geography is evident, but its influence in forming character is disclosed only by a careful study.

The student of geography discovers that the life of the globe—plant, animal and human—is the result of contrast; that commerce is an effort to increase the commodities in any particular place and to equalize the distribution of these commodities; that commerce itself is the result of contrast, *e. g.* England, rich in manufactured articles, is poor in food-stuff and certain kinds of raw material, while South America is rich in food supplies and raw materials, but poor in manufactured articles. These countries find it advantageous to each other to exchange their products. It is the same in all parts of the earth, and in this exchange of world products the student sees that all work for each and each for all, that *through* it all a common purpose runs, and *in it all* the earth is a common home and mankind a common brotherhood.

If “geography is the study of the material basis, the primary conditions and explanation of life and the substantial preparation for it,” it is surely entitled to a period of time sufficient for the careful consideration of its various phenomena.

In the Normal school there are two courses in geography; one for the elementary and advanced courses, the other for the professional or pedagogical course.

The work in the elementary and advanced courses are identical, and its nature is indicated in the following statements:

The subject matter of geography is separated into three phases:

1. Mathematical, in which the student is led to see all the phenomena of the earth that bear upon the general distribution of heat into belts. This it will be seen embraces all the work of Mathematical Geography.

2. Physical, in which the mind deals with all the *general* facts of surface relation that influence the modification of the amount and general distribution of heat into belts, established in Mathematical Geography, and secondarily that influence the character and general distribution of plant and animal life, and minerals.

3. Political, in which the mind is engaged in interpreting the *special* modifications of heat, of plant and animal life, of minerals, soil, climate and rainfall, and all the *special* phenomena of surface relation that influence man in his institutions with special emphasis upon business society.

For this work one year is given, and the facilities for carrying it out are excellent. The department is well supplied with all necessary appliances such as maps, globes, charts, moulding and drawing rooms, etc. A first-class barometer and other instruments necessary for making original investigations in meteorology are at the disposal of the students, and they are trained to become skillful in their use.

After completing the subject-matter of geography, one quarter is given to the consideration of methods. Before

entering upon this line of work, the student is required to have, in addition to his knowledge of geography, a thorough mastery of the laws of mental development. The purpose of the work in methods is to give the student a clear conception of the best means of adapting the subject matter to the mind of the pupil as a means of mental discipline.

The professional or pedagogical course follows the same general line of work as above indicated, but less exhaustively. The two courses are identical in the treatment of Mathematical Geography and Methods, but in Physical Geography the professional course considers only the most salient points of the subject. This course is completed with a study of the twenty or thirty cities engaged in the world-commerce, and by connecting them with their trade routes. For this work, including methods, three quarters are given.

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## HISTORY AND CIVIL GOVERNMENT.

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### HISTORY.

The course in History includes General History, English History and United States History.

### WHAT HISTORY IS.

The method employed in teaching and in studying History is necessarily determined by the conception the teacher has formed as to what History is, the end to be attained in its study, and the laws of the learning mind. As seen from the point of view of the historian, History is "the discipline of the uncontrolled natural will, bringing it into obedi-



ence to a universal principle, and conferring subjective freedom." It is the development of Spirit, and the essence of Spirit is self-determination or freedom. In the earlier and lower stages of morality and civilization, the individual unconsciously projects the legislative principle into some governing power, and obeys it as if it were an alien, extraneous force, not the voice of that Spirit of which he himself (though at this stage imperfectly) is an embodiment. It is readily seen that the only form of government possible in this low stage of civilization is despotism, and even the monarch himself is not free. But where Spirit has attained mature growth, as in the man who acknowledges the absolute validity of the dictates of an enlightened conscience, the individual is a law to himself and his freedom is realized. It is evident that in this the highest stage of development, and in this stage only, is a true democracy (government of the people by the people and for the people) possible.

#### THE METHOD EMPLOYED.

If the right conception of history is that given above, a rational method of teaching it will be such as to exhibit the successive stages by which man has grown and is growing *out of* a condition of subjection to alien forces, both subjective and extraneous, and *into* the consciousness that he is a free being—the embodiment of self-determined Spirit. But while the aim should be to exhibit this as the end of the study, regard should be had to the phases of mind-growth and to the corresponding phases of the subject.

The learner is at first attracted by the sense element in history—descriptions of scenery and dress, battles, the

roll of the drum and the blare of the trumpet. Memory and imagination are now dominant, and through the exercise of these powers the student accumulates a store of historical data. Applying the categories of thought to these data, he catches glimpses of the second phase of the subject—the scientific phase, and at last comes into full view of this phase which corresponds to the new phase of mind-growth upon which he is now entering, namely, the development of the power of elaboration. A third phase of mind development is the growth of the reason. Impelled by reason, the student of history asks himself, what is the Law of Society? What is the grand argument of human existence, regarded from the view-point of history? In answer to these questions, the third phase of history is unrolled before him, and he sees man realizing his freedom through the institutions of civilization—the Family, Civil Society, the State and the Church.

These phases of mind-growth have no definite boundaries. Not only is it impossible to prescribe the age at which the mind of a pupil or a class of pupils will be best fitted to enter upon any given phase of history study, but the length of time required to pass through one phase and grow into another cannot be predicted. These depend on various circumstances, such as heredity, antecedent opportunities and capabilities for culture, etc. Moreover, all the powers which any mind is ever capable of exercising are present in the lower as well as in the higher stages of development. While the presentative and representative faculties are most active in the early stages, the powers of generalization and reason are present implicitly, and should be cultivated. It

would be absurd, therefore, to designate a certain age or grade or a certain portion of the school year as the time or place for the consideration of a given phase of history study (as the imaginative, the scientific or the philosophical phase) and for the exclusion of the other phases. The historic sense should be cultivated from the beginning, and a development encouraged in accord with the inherent laws of growth.

#### CIVIL GOVERNMENT.

History is the human race in action; it is the ebullition of society; it is a conflict of spiritual forces the end of which is freedom; it is mankind in progress—in a process of becoming. But it is *thought* which has produced ebullition; back of every conflict has been a dominant *idea*; all progress has been made in obedience to a controlling *principle*. In time the dominant ideas of an epoch crystalize, and are realized in institutions. Thus arises the institution of the State. This is the subject-matter of Civil Government. While History is the *evolution* of the State with its several political units, Civil Government deals with it as a fixed institution, it treats of it as it is found to be at given times. Thus the study of history is the logical antecedent of the study of Civil Government—a knowledge of the former is necessary to the student of the latter, and in a well arranged course of study Civil Government will follow History, and be closely connected with it. The course in History is, therefore, so arranged as to anticipate that in Civil Government and prepare the student for the study of that subject.

## KINDERGARTEN.

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The increase recently made in the annual income of the school makes it possible for the authorities to establish a kindergarten. This department will serve two purposes:

(1). It will furnish the students of other courses an opportunity to become familiar with both the theory and the art of this beautiful form of education which is rapidly gaining a place in systems of the public schools and which is greatly modifying the work of the primary grades. Such students will be permitted to observe the kindergarten exercises and to listen to the lectures which explain its philosophy.

(2). The department will furnish superior facilities to those who wish to qualify themselves to become kindergarten specialists. To those who complete the course and who are otherwise qualified, a diploma will be issued. The conditions on which such diploma may be obtained will be given on application.



## SESSIONS OF THE SCHOOL.

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There are five daily sessions of the school each week, from 8:30 A. M. to 12:40 P. M.

The hours of study are from 3:00 to 5:00 and from 7:00 to 9:00 o'clock P. M. daily, except on Friday evenings and Saturday mornings and afternoons. This arrangement divides the day into two periods, that from 8:30 A. M. to 12:40 P. M., during which time the students are engaged in recitations, and that covered by the study hours in the afternoon and evening. The strict observance of the latter period is of quite as much importance as the former. No pupil will be expected to absent himself from duty during either interval, nor will it be presumed that pupils are to be interrupted by callers or visitors during their study hours, any more than during the hours of recitation. As the spirit of the school is thoroughly loyal to this plan any person feeling himself unable to comply cheerfully with these habits of work will not find this school congenial to him.

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## ADMISSION.

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1. The essential qualifications, of which students should be well satisfied, are their physical ability and their natural adaptation to the teacher's profession.
2. For admission to the Elementary Course candidates must be fifteen years of age. They must pass a creditable

examination in Orthography, Reading, Grammar and Language, the general Geography of the world, and Arithmetic, equivalent to the demands for a second-grade certificate in these subjects. They must sign a pledge to teach two years in the schools of the state, unless prevented by circumstances beyond their control, and to report semi-annually to the President. The examinations are both written and oral—the aim being to determine the *ability* of an applicant rather than a list of the facts he has at hand. Many persons who would pass a poor examination on questions of fact, may be the very strongest students, the most vigorous thinkers.

3. Graduates of high schools and colleges will be passed in subjects without examination, on the certificate of the Principal that they have already completed them with a grade of not less than 75 per cent.

Applicants holding second-grade county certificates are admitted to the C class without an examination. It is therefore recommended that persons expecting to attend the school, especially those at a distance, take their county examinations for second-grade certificates. The result will show them whether they can enter, and may save them the expense of a trip to St. Cloud. Besides this, the school is glad to have the co operation of the County Superintendents in supplying their schools with trained teachers.

4. Students will not be received after the beginning of a term, except upon the most satisfactory excuse. Any who cannot be present upon the first day of a term should report to the President beforehand, that their absence may be understood. Neither is it expected that students



will leave before the close of a term, unless compelled to do so by circumstances beyond their control.

5. Students already entered in classes, and having no examinations to pass, are not required to be present the day of examination.

6. Examinations for entrance will be held on the first day of each quarter.

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### SUGGESTIONS TO APPLICANTS.

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To determine your own fitness for admission to the school, ask, and be able to answer in the affirmative, the following questions:

- a.* Can I read fluently and with understanding ?
- b.* Am I a good speller ?
- c.* Can I write legibly ?
- d.* Am I familiar with the use of the dictionary ?
- e.* Do I understand the principles of arithmetic, and am I skillful in their application ?
- f.* Do I habitually use, in speaking and writing, good English ? Am I familiar with the proper use of capital letters, and the general rules for punctuation ? Can I analyze correctly an ordinary English sentence, classify the parts of speech, and give their office and construction ?
- g.* Can I name and give a brief description of the continents and principal countries of the globe, locate the principal mountain ranges, rivers and cities, and can I explain, with reasonable clearness, the changes of the season ?

These questions indicate the subjects upon which the failures of applicants are most frequent. If you have been a careful student in the elementary branches, you should be able to answer these in the affirmative, for this is the work for which the grammar and ungraded schools, and not the Normal School should be held responsible. Every negative or doubtful answer will diminish the probability of your admission. The time spent on more advanced studies will be of little value to you, as a preparation for the work of the lower classes.

Obtain a letter from your County Superintendent, if possible, introducing you to the school. This will be all the recommendation you will need.

Bring with you, as useful for study or reference, all the text books you have.

Students must come fully prepared to give their undivided attention to the work of the school during the entire term. The demands of the school are so pressing that students cannot be permitted to engage during term time in any employment or pleasure—as taking private music lessons or attending parties or other entertainments—which is not directly connected with their work.



### DISCIPLINE.

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In a Normal School there should be no need of referring to the matter of discipline. Only those should come, or be admitted, who have well-formed, correct habits. This is not in any sense a reform school, and young gentlemen or young ladies who are not disposed to submit willingly and cheerfully to all the wholesome restraints found necessary for the good working and good reputation of the school, will be unhesitatingly dismissed.

We are, in a measure, responsible to the state for the character and acquirements of each pupil graduated from the school. This being the case, we are compelled to exercise the most rigid scrutiny in reference to both of these points. Offenses, that in a mere academic institution might be passed over lightly, are viewed rather as indicating the unfitness of the offender for taking charge of the training of the children of the state. In this way it sometimes happens that pupils are advised to withdraw from the school, or are even dismissed, when no very serious charges are brought against them; they have merely convinced us that they are not suitable persons to enter the profession of teaching.



### TEXT BOOKS.

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Text books are furnished free of charge in all departments of the school to those who pay tuition; other students pay a uniform fee of \$1.50 per term for the rental of all text books needed.

A strict account is kept of any injury done to books and a charge made therefor.

Students are allowed to purchase their books if they prefer to do so. To all such, books are sold at the lowest wholesale rates.

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### MODEL SCHOOL.

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This school includes pupils of all grades from the lowest primary up to the High School.

In its organization, its management, and in all of its appointments it furnishes to the pupils of the Normal Department a model for observation and imitation. The very rapid and thorough progress of its pupils enables the practice teacher to see what may and ought to be accomplished in any good school. A general view of the Course of Study is presented in the following outline:

Arithmetic, completed.

Geography, completed.

Language and Grammar.

Pennmanship.

Drawing.

Vocal Music.  
Reading.  
United States History.  
Elementary Science.  
    Botany.  
    Physiology.  
    Physics.  
    Natural History.  
    Physical Geography.  
    Mathematical Geography.  
Algebra.  
Geometry.  
Book-keeping.  
Literature.  
Latin.

The entire resources of the Normal School in the way of apparatus and all educational appliances are used in the Model school. Its pupils have the full benefit of the museums, physical apparatus and laboratory.

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### TUITION.

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Tuition is *free* to all students entering the Normal Department and who sign the required pledge to teach for two years in the public schools of the state.

To all not so pledged to teach, the tuition is \$30 per year.

In the Model School, \$12 per year.

All tuition is payable quarterly, *strictly in advance*, and no portion of the amount paid will be refunded.

## GENERAL INFORMATION.

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### LOCATION.

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The school is located in the city of St. Cloud, county seat of Stearns county, seventy-five miles above St. Paul. The city lies on both the east and west banks of the Mississippi river. It is the centre of a net-work of railroads, giving it communication with all parts of the state. It has a system of water works; an electric street railway seven miles in extent, and its streets are lighted by electricity. The Great Northern and the Northern Pacific railroads bring students direct to the city from all points within the vast territory covered by their tracks. St. Cloud is a rapidly growing city, with a present population of about ten thousand. It affords to all students good opportunities in literary, social and religious culture—all of the leading Christian denominations having houses of worship here. It is one of the most beautiful and healthful cities in the state.

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### HISTORY.

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The school was opened in September, 1869, in the hotel building known as the Stearns House. After the completion of the present spacious and beautiful structure in 1875, the old building was used as a Ladies Home. During the twenty years of its existence it has graduated five hundred



and thirty-two students, who have returned to the state on an average, two and a half times the service they pledged themselves to render. Many of them have made teaching their life work. Their constant widening experience enables them to make their labors more and more valuable to the state in raising the standard of its schools.

In addition to these, several thousand young persons have taken a partial course of training here, all of whom were thereby better qualified for the work of the school room, many, indeed, receiving such an impetus as to place them in the ranks of the best teachers.

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### THE BUILDING.

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The building occupied by this school is built of cream-colored brick. While a model in its convenience and furnishing, it was found inadequate to accommodate the rapidly increasing attendance, and the legislature of 1891 made an appropriation for enlarging the building.

The new wing of 64x84 feet is a very desirable addition. In the basement are toilet rooms; the first floor is occupied by the Model school, the second by the Chemical and Physical laboratories and other recitation rooms. The Model school apartments are perfectly arranged for meeting the requirements of practice work, and are furnished with every facility for illustrating the work of the first eight grades of the public school system. A full description of the laboratories is given elsewhere in this catalogue.

The building is heated by hot air and has a thorough system of ventilation, and is lighted by electricity. Situated upon a high bluff over-looking the Mississippi river, the location is no less beautiful than healthful.

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### LIBRARY.

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A library of several thousand volumes is open to the school. A full supply of the standard reference books, dictionaries, encyclopedias, gazetteers, etc., furnish all needed information upon subjects discussed in the classroom.

A library of text books upon all subjects is open to the students, where they find help in examining the various methods presented by our standard text book authors in the different branches.

This school has been designated as a Depository of Public Documents, and now has upon its shelves over 1,000 volumes from the Government Printing Office, many of them of great value. They are open to the public for consultation at any time during the day from 8:30 A. M. to 4:00 P. M.

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### READING ROOM.

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The Reading Room has been fitted up by the Students and contains a full list of the leading newspapers and magazines.

Both it and the Library are open daily to students during all hours of the day when they are not required to attend to the duties of the school.

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### BOARDING.

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The Ladies Home, finished during the early fall of 1885, is an invaluable adjunct to the school. It affords the best accommodations to seventy-five young ladies, and can furnish day-board to fifty more, ladies or gentlemen. The nearness of the Home to the school makes it peculiarly desirable during the winter months, saving a long walk through the cold and snow.

The building is a credit to the state and a monument to the wisdom and foresight of the Legislature. It is built of cream-colored brick, three stories in height, 105 feet in length and 65 feet in depth, in the form of an L. The first floor is occupied by the Matron's apartments, parlors, gentlemen's waiting room, dining-hall and kitchen—the two upper floors by the sleeping rooms and bath rooms. In the basement are seven Ruttan furnaces, the laundry, cellar and janitor's rooms. The upper floors are connected by broad, gently-sloping stairways, each one relieved by a landing. The rooms are high and airy, the halls ample and well lighted.

The building is heated and ventilated by the Ruttan system. All the rooms are kept at a uniform temperature of 68 to 70 degrees, *and all of the air in each room is changed as often as every 20 minutes.* The Home is well lighted and

supplied with every convenience of the best modern homes. Large bath rooms for the use of students, with hot and cold water, are within easy access from all the rooms. The building is supplied with water from the city water mains, which insures protection in case of fire, while the most approved fire escapes, three in number, are attached at convenient places.

The furnace-heating does away with all fires on the floors of the Home, rendering the building practically fire-proof.

The comfort and convenience of the young ladies at the Home has been made a matter of long and careful study, and it can be confidently said that it affords to those so fortunate as to board there all the pleasures of a home with none of the discomforts of a boarding house.

The house is furnished throughout with carpets and substantial furniture.

Rooms for students are supplied with table, chairs, carpets, bedstead, springs, mattresses, pillows, bureau, wash-stand, wash-bowl and pitcher, window shades, and lamps with shades, and every room has a closet.

Students will provide their own napkins, towels, pillow-cases, one pair of sheets, woolen blanket, comfortable and spread. Each young lady is requested to bring a water-proof cloak, umbrella and pair of rubbers.

Each student rooming at the Home is expected to do from thirty to sixty minutes' work each day under the direction of the Matron. This work is light housework—never including washing or scrubbing.

The most careful attention is given to all the customs of a refined home—the young ladies being taught, both by

precept and example, those refinements of manner which mark the cultivated ladies of society. Inasmuch as all true courtesy and culture spring from the Golden Rule, much emphasis is placed upon the importance of governing all actions upon the principle of right and charity. The Home, as a Christian household, is thus kept free from the gossip and personalities which have their root in selfishness.

The table is supplied with an abundance of well-cooked food and in ample variety. The bill of fare is equal to that upon the tables of the best families in the city. The testimony of the students in the past may be appealed to upon this matter—their unanimous verdict being one of complete satisfaction.

Such rates of boarding as this school affords, it is firmly believed, cannot be excelled by any other school in the country.

The price per week, including furnished room, light, fuel, board, use of laundry, bath rooms, and all the conveniences of the Home, is only three dollars, payable monthly in advance. Table board without rooms is two dollars and twenty-five cents per week. When this amount is compared with the expenses of other Boarding Halls for young ladies, it will be seen to be from fifty cents to seven dollars less per week than is usually charged elsewhere.

While most of the washing is done by steam laundries in the city, a limited amount may be done by the young ladies in the Home laundry. All of the ironing may be done by the students if they so desire. Washing costs 25 cents per dozen for the young ladies boarding at the Home.

*Preference in choice of rooms will be given in the order of application.* Rooms are engaged by the term. Those wishing to occupy them for a shorter time should notify the authorities of the fact at the time they engage them.

Board can be secured in private families at from \$3.50 to \$5.00 per week.

#### SELF BOARDING.

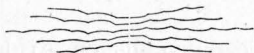
The best facilities exist for self-boarding, independently or in clubs. During the past year a number of young men formed a club, rented a house and by practicing the most rigid economy, their entire expense of living, including room rent, board, lights and fuel, did not exceed on an average one dollar and ninety-five cents per week.

The entire

#### EXPENSES

During a school year of many of our students, including everything except clothing, do not exceed

ONE HUNDRED DOLLARS.





**GENERAL ANNOUNCEMENTS.**

Particular attention is called to the following points:

1. Students who do not board at home are expected to consult the President before selecting boarding places.
2. Pupils will not be allowed to board at places not approved by the Faculty of the school.
3. Ladies and gentlemen will not be allowed to board in the same family. This rule shall apply equally where the house is occupied by two or more families.
4. Permission must be obtained in every case where pupils desire to board in families where boarders are taken who are not connected with the school.
5. Brothers and sisters will be allowed to board in the same house, provided no other boarders are received into the house.
6. Students will not be expected to change their boarding places without consulting the President.
7. Every means will be taken to secure suitable boarding places for such students as desire this service, and families in which students board will be encouraged to report the least departure from perfectly ladylike and gentlemanly conduct.
8. Pupils may receive calls on Friday evenings from 6 o'clock to 9, and on other days out of study hours.

### ATTENDANCE AT CHURCH.

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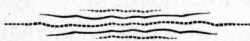
It is expected that each student will choose a church home upon coming here, which shall meet with the approval of his parents, and that he will regularly attend upon its stated services.

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### CHRISTIAN ASSOCIATIONS.

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The national college work of the Y. M. C. A. is represented by organized branches among both the young ladies and gentlemen. These societies have done great good. They have been a very efficient help in maintaining that high and pure standard of moral culture so essential among students who are to be teachers. Each society holds its meetings once a week regularly. In addition to these, the societies have done well in caring for many interests which have reference to the growth of Christian manhood and womanhood, such as the missionary work of the Christian noon classes for Bible study, etc.



### HOW TO REACH THE SCHOOL.

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If south of St. Paul or Minneapolis, buy your tickets to either one of these cities, and there purchase, over either the Great Northern or Northern Pacific road, a ticket to St. Cloud. Upon reaching the station take an omnibus and tell the driver to carry you to either the Ladies Home or to the school. The buildings are but a few rods apart. Report directly to the President at his office.

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### ALUMNI ASSOCIATION.

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The importance to any educational institution of a well-organized Alumni Association is conceded by all, but such an organization is of inestimable value to a Normal School. An alumnus is considered as representing the educational beliefs and principles of his alma mater, and a Normal School owes whatever reputation it has gained in educational circles to the success of its graduates in the schoolroom. On the other hand, the success of the graduate is due to the careful training received from his school, its prestige and its active efforts to secure him a position at graduation and thereafter to promote him in the profession as rapidly as he demonstrates his capacity for more important service. School and alumni are but integral parts of one whole. It is the object of this association to promote the common interests of its members and of the school.

With this object in view, it is desirable that the Alumni arouse its members to the duties and privileges of the teacher's profession. It is desired that educational problems be presented and discussed at its annual reunions. Something of this kind was done at the last meeting and if it meets with the cordial support of the alumni, work of this nature will be felt as an educational force throughout the state.

The Alumni Association is self-sustaining and quite independent of the faculty of the school.

The Alumni Correspondence Bureau begins its fifth year of service with this issue of our annual catalogue. Since its organization it has ascertained the location, occupation, etc., of its five hundred and fourteen members. Last year it organized a Teachers' Agency for the benefit of its graduates and of schools desiring trained teachers. The result has been most flattering, and has demonstrated the practicability of such a work. School officers who desire trained teachers and who state the character of work and salary offered will be furnished the names of candidates recommended by the faculty. Any communication sent to the "Secretary of the Correspondence Bureau," State Normal School, St. Cloud, Minn., will reach the Bureau.

The following are the officers for 1892-93.

President—MISS NELLIE V. CHUTE, '87.

First Vice-President—ANDREW E. FRITZ, '91.

Second Vice-President—MISS JOSEPHINE BROWER, '87.

Corresponding Secretary—GEORGE W. VOGEL, '88.

Recording Secretary—MISS MARGARET M. JERRARD, '92.

Secretary Correspondence Bureau—MISS GERTRUDE CAMBELL, '88.

Treasurer—CONRAD M. CHRISTIANSON, '87.

### GENERAL REMARKS.

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It is to be hoped that County Superintendents and other friends of the Normal School will be ready to advise those who are earnestly striving to make themselves good teachers to enter some of the departments of the school.

County Superintendents and all friends of education are earnestly invited to visit and inspect the workings of this school, and by their criticism, suggestions and co-operation aid us in supplying the schools of the state with better trained teachers.

Address letters of inquiry and requests for catalogues to the President,

JOSEPH CARHART,  
St. Cloud, Minn.

